DOCUMENT RESUME

ED 377 437 CS 011 895

AUTHOR Wilkie, Fiona, Comp.
TITLE The Beginning Stages of Reading.
PUB DATE 30 Sep 94
NOTE 9p.
PUB TYPE Collected Works - General (020)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Beginning Reading; *Early Reading; Parents as Teachers; Prereading Experience; Preschool Education; *Reading Readiness
IDENTIFIERS Emergent Literacy

ABSTRACT

Noting that in the beginning stages of reading it is helpful for children to be surrounded by the written word and to be read to by adults, this article offers brief encapsulations of and responses to five articles about beginning reading and reading readiness. The five articles are as follows: (1) "Three-Year-Olds in Their Reading Corner" by Juanine Miller; (2) "Four 'Teachable' Reading Readiness Skills" by J. Michael Palardy; (3) "'I Guess They Do Listen'" by Charles A. Elster; (4) "Storybook Reading as a Social Practice" by Phillips and McNaughton; and (5) "Learning to Read and Write the Natural Way" by Elisabeth A. Franklin. (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 377 437

The Beginning Stages of Reading

FIONA WILKIE
September 30, 1994

Dominican College

BEST COPY AVAILABLE

CS011545

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Peters

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Reading instruction should begin when a child is most receptive. At this time reading readiness skills, such as auditory and visual comprehension and discrimination should be taught. In addition, children are usually surrounded by the written word and adults reading those words to them. The children usually mimic these words. This stimulates learning. Further, the child with books, and who have been read to learn to read the fastest. Much progress and understanding is also being aided by the current emphasis on comprehension and analysis instead of just drills.

Three-Year-Olds in Their Reading Corner

by: Juanine Miller

It is essential for preschools to implement a reading program for their student. It is here where many children get their first taste of involvement with literature. Even at the young age of three and four, developmental progress is quite noticeable.

The reading time should be a positive experience for children. It should provide a warm, welcoming atmosphere in which children feel comfortable. This reading period should be a quiet time during which children can relax after an eventful day of other activities.

In the move toward literacy, there are many tasks that may seen insignificant but establish a foundation for developing a motivated reader. Reading stories aloud motivates children to became active listeners, form creative imaginations, and participate in reading. They often interpret their stories from their own personal experience, and relate them to their own lives. Story time

at first will be a stage for an eager audience which is actively deriving meaning and making inferences from the story. Participation in story time will grow from the more passive activity of listening to the more active activities of questioning and commenting as the weeks pass. Group reading will encourage discussions of stories to generate ideas and meaning. Children will eventually retreat to the reading area on their own to familiarize themselves with books by looking at the pictures. The reading area provides a wonderful spot for children to grow socially and to share literature. This also begins the children's very personal relationship with books.

Four "Teachable" Reading Readiness Skills

by: J. Michael Palardy

Due to standardized achievement tests most teachers in the past focused on teaching skills of phonics and structural analysis instead of teaching comprehension and appreciation of literature. In today's teaching, learning to read is a slow process acquired over time at an individual pace. Pushing students to read when they are not mentally ready is no longer done.

The author of this article believes there are four readiness skills that need to be acquired before reading can take place. They are : 1) auditory discrimination; 2) auditory comprehension; 3) visual discrimination; 4) and visual memory. Auditory discrimination is the ability to hear likenesses and differences in sound. This would begin by studying consonant sounds, then ending sounds, and finally

medial sounds. Auditory comprehension is the ability to understand spoken materials. This is achieved by asking literal, inferential, and judgmental questions that stimulate a child to speak. Visual discrimination is the ability to see similarities and differences in shapes, letters, and words. Visual memory is the ability to remember items that have been seen. This can be done by using flashcards and timing students on how quickly they can memorize what is printed on a flashcard.

The author states that these skills must be learned before a child is ready to be a successful reader. I feel the author has made good points but perhaps these skills also are acquired and strengthened throughout the process of learning to read. But, I do not agree with his point on visual memory because activities such as those he suggested create stress and panic for children.

"I Guess They Do Listen"
by: Charles A. Ester

In our society, children are self-motivated learners of reading. They want to be able to communicate effectively and understand what is going on around them in our highly literate world.

Initially, reading behavior begins by imitation followed by memorization of words. This ranges from seeing familiar signs on the road to grocery shopping , singing songs, repeating what parents say, etc.. When adults read to their children, the children pick up on how to read. For example, the see that to read one must turn pages, move eyes from left to right, and move eyes from the top of the page

to the bottom. While reading, children will mumble, echo phrases, and complete sentences which lay a foundation for reading.

Building confident readers depends on many factors; such as pictures, and print they see, input from adult listeners, discussions, personal experience, background knowledge, language, and the sound of stories. It is imperative to stop while reading a story to discuss its text, pictures, and characters so that thinking occurs beyond what is stated in the book.

Children each have their own learning rate, and reading ability will vary depending on what each child heard, saw, and discussed.

Storybook Reading as a Social Practice
by Phillips & McNaughton

Literacy development reflects the practices of the child's society and culture. Children are socialized through direct and indirect involvement and derive valued meanings by interaction with their parents. If reading and writing are held in high regard in the home then students would more likely succeed in the classroom because input for teachers and parents would be consistent.

Early involvement in reading has a prominent effect on literature understanding. Children are eager to derive meaning from books. They are far less interested in letter, sound, and word identification which will come naturally in due time.

In New Zealand two studies were conducted which involved the observation of reading within the family structure. The first study examined the frequency and nature of story readings. The second

study analyzed the characteristic of the caregiver-child interaction during repeated readings of a book. In the ten families observed, book reading was a substantial part of family life. Imaginative fiction books were read and reread. Children took part in initiating reading sessions, and had a dominant role in choosing books. When a book was first read to a child the reader usually highlighted ad clarified major points in the narrative. But, by the third reading only general support was given to the child. The listener was adopting and constructing meaning from text. Children in New Zealand now show high achievement profiles due to their preparedness for the skills that the classroom focuses on.

Learning to Read and Write the Natural Way

by: Elisabeth A. Franklin

In recent years a greater emphasis has been placed on reading and writing skills in the curriculum. The focus of the curriculum has changed from an emphasis on isolated skills and drill work to an emphasis on providing students with a strong foundation and motivation for learning to read and write well.

It is natural for children in a literate society to learn to read and write. In America, life revolves around the written language and as children observe this and take part in these activities, they develop an understanding of the functions, forms, and convention of print. Daily encounters with print build a sold foundation for literacy. Eventually, the connection is made that letters form words and

words are constructed from a variety of letters. With time, an understanding of direction, the alphabetic principle, and specific sound/symbol relationships will form. To be able to derive the meaning of a text, intuitive language strategies are developed such as predicting, confirming, and self-correcting. Interpreting literature occurs by entering this imaginative world and them relating this story to one's personal life.

Children will be eager to learn when emerged in a print-rich environment that is valued by adults. A major factor in a strong literature-based education is an early introduction to books. The more children are read to the more comfortable they become as readers. Predictable books contain a repetitive pattern and rhythm that is easily memorized by children. Writing is also an important part in a literature program. By providing individual dictation children will be able to clarify, organize, and express themselves.

CONCLUSION

Keeping in mind that many reading readiness factors are effected by a child's family stability, socio-economic status, background of experience, mental age, IQ, and basic motivational and achievement orientations, the classroom can be a safe and stable environment for all children to learn. Reading success does not just happen. To a significant degree it is based on the quality of instruction and the classroom environment. The classroom teacher does make a difference. This makes it vitally important that children have an early understanding of what they can do to successfully participate in the act of reading.

BIBLIOGRAPHY

Elster, Charles A. "I Guess They Do Listen": Young Children's Emergent Readings After Adult Read-Aloud; *Young Children*. March 1994. Pg 27-31.

Franklin, Elisabeth. "Learning to Read and Write the Natural Way" *Teaching Exceptional Children*. Spring 1992. Vol. 24 N3 Pg 45-48.

Miller, Juanine. "Three-Year-Olds in their Reading Corner" *Young Children*. November 1990. Pg 51-53.

Palardy, Michael J. "Four 'Teachable' Reading Readiness Skills" *Reading Improvement*. Vol. 28 N1 Pg 57-60.

Phillis & McNaughton "Storybook Reading as a Social Practice" *Reading Research Quarterly*. Summer 1990. Pg 196-212.